

## JAMES ISLAND CHARTER HIGH

1000 Fort Johnson Road  
Charleston, SC 29412

**GRADES** 9-12 High School

**ENROLLMENT** 1,546 Students

**PRINCIPAL** Nancy B. Gregory, Ed.D. 843-762-2754

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
20	6	0	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Good	N/A
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Excellent	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	87.9	N/A	N/A	82.2	N/A	N/A
<b>Passed 1 subtest</b>	6.0	N/A	N/A	10.0	N/A	N/A
<b>Passed no subtests</b>	6.0	N/A	N/A	8.5	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	99.0%	97.0%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	14.4	22.7
<b>Seniors who met the SAT/ACT requirement</b>	17.9	23.5
<b>Seniors who met the grade point average</b>	39.2	56.2

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	343	319
<b>Number of Diplomas</b>	282	258
<b>Rate</b>	82.2%	82.2%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	304	99.0	291	14.4	343	82.2	YES
<b>Gender</b>							
Male	142	98.6	127	16.5	162	75.9	N/A
Female	162	99.4	164	12.8	181	87.8	N/A
<b>Racial/Ethnic Group</b>							
White	211	100.0	186	21.0	218	84.9	N/A
African-American	86	96.5	101	1.0	120	77.5	
Asian/Pacific Islander	1	I/S	0	N/A	0	N/A	N/A
Hispanic	3	I/S	4	I/S	3	I/S	N/A
American Indian/Alaskan	3	I/S	0	N/A	1	I/S	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	277	99.3	279	15.1	326	85.9	N/A
Disabilities other than speech	27	96.3	12	0.0	17	11.8	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	304	99.0	291	14.4	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	302	99.0	291	14.4	329	83.0	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	54	98.1	53	1.9	70	77.1	N/A
Full-pay meals	250	99.2	238	17.2	273	83.5	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	367	99.5	8.2	18.6	36.2	37.0	78.0	YES	YES
<b>Gender</b>									
Male	192	100.0	10.2	21.0	34.9	33.9	74.7	N/A	N/A
Female	175	98.9	6.0	16.1	37.5	40.5	81.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	255	100.0	3.6	14.6	36.0	45.7	86.6	YES	YES
African-American	106	98.1	19.6	27.5	37.3	15.7	56.9	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	325	99.7	4.8	17.8	36.9	40.4	81.5	N/A	N/A
Disabled	42	97.6	35.0	25.0	30.0	10.0	50.0	I/S	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	367	99.5	8.2	18.6	36.2	37.0	78.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	367	99.5	8.2	18.6	36.2	37.0	78.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	77	97.4	16.2	29.7	37.8	16.2	58.1	YES	YES
Full-pay meals	290	100.0	6.1	15.7	35.7	42.5	83.2	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	367	99.5	9.0	27.7	37.9	25.4	74.0	YES	YES
<b>Gender</b>									
Male	192	100.0	10.8	25.8	34.9	28.5	73.7	N/A	N/A
Female	175	98.9	7.1	29.8	41.1	22.0	74.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	255	99.6	4.5	20.3	41.1	34.1	85.0	YES	YES
African-American	106	99.1	19.4	45.6	31.1	3.9	48.5	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	325	99.4	4.8	27.8	40.6	26.8	78.3	N/A	N/A
Disabled	42	100.0	41.5	26.8	17.1	14.6	41.5	I/S	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	367	99.5	9.0	27.7	37.9	25.4	74.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	367	99.5	9.0	27.7	37.9	25.4	74.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	77	98.7	18.7	41.3	32.0	8.0	56.0	YES	YES
Full-pay meals	290	99.7	6.5	24.0	39.4	30.1	78.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 1,546)</b>				
Retention rate	11.2%	Up from 0.1%	7.5%	9.1%
Attendance rate	95.5%	Down from 98.4%	96.0%	96.0%
Eligible for gifted and talented	17.1%	Up from 13.9%	10.7%	5.8%
With disabilities other than speech	8.9%	Down from 9.5%	11.3%	12.7%
Older than usual for grade	N/A	N/A	8.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	N/R	N/R	2.9%	1.6%
Enrolled in AP/IB programs	31.0%	Down from 44.8%	14.6%	10.2%
Successful on AP/IB exams	56.3%		63.7%	53.8%
Annual dropout rate	N/A	N/A	2.9%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	4.2%	3.6%
Enrollment in career/technology center courses	947	Up from 751	769	466
Students participating in worked-based experiences	N/A	N/A	21.3%	25.7%
Career/technology students mastering core competencies	75.5%	Up from 71.8%	79.1%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
<b>Teachers (n= 101)</b>				
Teachers with advanced degrees	59.4%	Up from 57.5%	57.8%	52.0%
Continuing contract teachers	79.2%	Down from 80.5%	88.2%	82.1%
Highly qualified teachers**	87.7%	N/A	89.7%	89.5%
Teachers with emergency or provisional certificates	10.1%		5.5%	8.6%
Teachers returning from previous year	N/A	N/A	89.2%	86.2%
Teacher attendance rate	94.7%	Down from 95.3%	95.8%	95.3%
Average teacher salary	\$40,334	Up 1.7%	\$41,676	\$41,060
Prof. development days/teacher	17.3 days	Up from 17.2 days	10.2 days	10.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	3.0
Student-teacher ratio in core subjects	24.3 to 1	Down from 24.8 to 1	28.0 to 1	26.4 to 1
Prime instructional time	89.1%	Down from 92.4%	90.6%	90.0%
Dollars spent per pupil*	N/A	N/A	\$5,666	\$6,310
Percent of expenditures for teacher salaries*	N/A	N/A	58.3%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.8%	Up from 85.5%	89.6%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parents, Students, and Friends:

The philosophy of James Island Charter High School is based on the foundation that the school provides an environment for intellectual, social, and physical development of the student. JICHHS values diversity, and our goal is to educate each student to learn and live productively as a critically thinking, responsible citizen by providing academically challenging instructional programs taught by a highly qualified and diverse staff.

Our charter status has allowed us to expand our curriculum and staffing to provide educational opportunities for students to develop to their fullest potential. JICHHS provides a relevant multilevel program of study and activities that enables the student to develop social, political and economic competence. JICHHS is dedicated to the development of the whole student through effective teaching strategies, discipline, extra-curricular activities, and recognition of excellence in academics.

The faculty and staff recognize the diversity of student interests, abilities, and aptitudes and accept the challenge of providing a meaningful educational experience for all students, regardless of cultural, ethnic, racial, religious, economic, and social differences. Through the combined efforts of an effective, caring, innovative staff in partnership with home and community, JICHHS continues to encourage each pupil to develop his or her fullest potential by providing relevant studies and activities in an inviting physical setting.

Our school is a community where people offer strength and support to each other. It is a community that offers personal growth to everyone, and it is a good place to learn and work. Your support will assist the school in making improvements and in sustaining a closer working relationship with the community it serves.

We care!

If you would like to give us feedback concerning our report card, please contact us at the school. Phone: 843-762-2754 or fax 843-762-5228.

Nancy B. Gregory, Principal      Chris Union, President, JICHHS Charter Board

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	85	222	79
<b>Percent satisfied with learning environment</b>	88.2%	72.2%	78.2%
<b>Percent satisfied with social and physical environment</b>	86.7%	76.5%	72.2%
<b>Percent satisfied with home-school relations</b>	69.9%	72.8%	56.4%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.